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ABSTRACT

A survey was conducted of members of the Ontario Modern Language Teachers' Association, resulting in an evaluation of the core French-as-a-second-language program for grades 7 to 13. Results indicate that the use of video is not a significant part of regular classroom activities, a fact which is viewed as a problem to be overcome. The teachers are most interested in video programming presented in French and English or in French alone. The topics for which they would like video materials cover, in general, the teaching of folklore or famous people in the lower grades and cultural topics in the middle and upper grades. This preference exists in spite of the fact that the greatest teaching difficulty in the lower and middle grades is felt to be verbs, and in the upper grades, regional accents. (Author/JB)

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CORE FRENCH ASCERTAINMENT STUDY

Project Research Consultant: Goody Teachman

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The Ontario Educational
Communications Authority

Research and
Planning Division

ABSTRACT - 2

Core French Ascertainment Study

by:

Goody Teachman, Research Consultant

(OECA Office of Project Research Report No. 2, January 1980, 40 pp.)

The Ontario Educational Communications Authority is committed to providing television-based learning systems for classroom use. In order to help fulfill this mandate, the School & Youth section of the School Programming Branch formed a number of Discipline Committees. The major function of these committees is to provide input to decision making within the School Programming Branch, ensuring that the programming will be appropriate to the school curriculum.

With the assistance of the Discipline Committee, the OECA conducts Ascertainment Studies to identify the specific curriculum areas where teachers have difficulty and would most like audiovisual materials.

The present report discusses the findings of the Core French Ascertainment Study for grades 7 to 13. A total of 47 questionnaires were completed by the membership of the Ontario Modern Language Teachers' Association/Association Ontarienne des Professeurs de Langues Vivantes (COMLTA/AOPLV), second-language core French teachers for grades 7 to 13.

The results of the Core French Ascertainment survey clearly indicate that the use of video or television is not a significant part of the regular classroom activities. This problem must be attacked on two levels: a greater promotional campaign to increase awareness of the available programming; and an extensive utilization plan to educate teachers in the use of television-based learning systems.

The teachers are most interested in programming presented in either a combination of French and English, or in French alone. Most of them feel that this material would be best used as an introduction to a topic, but a number of alternative uses are also acceptable.

The topics for which they would like video material are listed below in the body of this report. In general, for the lower grades (grades 7 or 8) the most difficult topic to teach is "Verbs." However, teachers at this level are most interested in video material for cultural topics such as "Folklore" or "Famous people."

The same pattern of selection appeared for the teachers at the grades 9, 10, or 11 level. "Verbs" was still the most difficult topic to teach, while programming was seen as most desirable for cultural topics.

For senior secondary students, "Regional accents" appears to be very difficult to teach, and film or video material for it is difficult to obtain. Again, cultural topics appear to be the programming most desired by the teachers.

The present survey:

1. Confirms the low use of and interest in television as an instructional aid for core French.

2. Suggests specific areas for priority programs, principally on cultural topics. This information will be useful for future programming decisions in the OECA.

CORE FRENCH ASCERTAINMENT STUDY

INTRODUCTION

The Ontario Educational Communications Authority is committed to providing television-based learning systems for classroom use. These learning systems are intended to provide enrichment to the present curricula in the province.

The Discipline Committees provide input to decision making about curriculum-based programming

In order to help fulfill this mandate, the School & Youth section of the School Programming Branch formed a number of Discipline Committees. These committees consist of representatives (usually practising teachers) from the various professional organizations in each field. The major function of these members is to provide input to decision making within the School Programming Branch, ensuring that the programming will be appropriate to the school curriculum.

The members of the Core French Discipline Committee were drawn from the membership of the OMLTA/AOPLV (Ontario Modern Language Teachers' Association/Association Ontarienne des Professeurs de Langues Vivantes). As part of their contribution, they drew up comprehensive lists of topics or areas within their discipline.
From these lists, the Office of Project Research, Research & Planning Branch, developed an Ascertainment Study.

The present report discusses the findings of the Core French Ascertainment Study for grades 7 to 13.

A. OBJECTIVES OF THE CORE FRENCH ASCERTAINMENT STUDY

The Core French Ascertainment Study has four objectives:

1. To ascertain the topics that teachers consider difficult to teach effectively, and to examine the sources of these difficulties

2. To identify the areas or topics of study in which teachers want resource material

3. To evaluate the types of resource material currently used by teachers in the field

4. To examine the most desirable approach for resource materials from the point of view of the practising teacher

The study was conducted with teachers of intermediate and secondary students studying French as a second language. Because different school boards begin French classes at different grade levels, the study classified students by three levels of proficiency:
Beginner (no previous French classes)
Intermediate (one to three years previous French classes) and
Advanced (more than three previous years French classes).

B. PROCEDURE

A questionnaire was developed to examine the needs and interests of core French teachers

The Office of Project Research prepared an extensive questionnaire, in cooperation with the Core French Discipline Committee (see Appendix A). This questionnaire solicited information about the types of support material currently being used, as well as the most popular teaching approaches in the field.

Possible general areas of difficulty in teaching French were examined, as well as the reasons for these difficulties, (e.g., film and video availability).

Teachers were asked to rank the topics within the curriculum for grades 7 to 13, in order of teaching difficulty, and to give their reasons for these problems with special attention given to those topics for which it was difficult to obtain audiovisual material.

Teachers were not told that OECA was conducting the study

In order to prevent any respondent bias, the OECA was not identified as associated with the study. The questionnaire was mailed to all members of the OMLTA/AOPLV with a covering letter from the association. (A postage-paid return envelope was included.)

The stated purpose of the study was to identify possible areas of concern within the core French curricula. At no point was television or video material presented as a special concern of the study.

Approximately 1,800 questionnaires were sent to the membership, with a request that it be completed by second-language core French teachers for grades 7 to 13. From

B. PROCEDURE

A total of 407 intermediate and senior core French teachers responded this mailing, a total of 407 were returned and analyzed. Because the proportion of OMLTA/APOLV members teaching at the required level is unknown, it is unclear what percentage of the target population is included in this sample.

The findings in this study apply to the questionnaire respondents and may not be representative of the total population of intermediate and senior core French teachers in the province. The results reported are accurate within four percentages, 95 percent of the time.

C. SUBJECTS

68% of the respondents were female

The 404 respondents to the survey were intermediate and senior core French teachers representing school boards across the province. The majority of these respondents were female (68%).

They ranged in age from 20 years to over 60 years old, with 75% of the sample falling between the ages of 20 years to 39 years. Forty-two percent of the teachers were in the age range 30 to 39 years old.

Half the group had at least 10 years' experience

The subjects had been teaching French from one to over 20 years, with an average of 10 years' teaching experience. Almost half the group had been teaching for over 10 years.

All the teachers currently teach at least one French course, while a small percentage currently teach eight or more. Table One shows the breakdown of the number of courses taught by the teachers:

Table 1

50% of the sample teach one to three classes

Number of French Classes Taught	Percentage
One class	10
Two classes	16
Three classes	24
Four classes	16
Five classes	13
Six classes	11
Seven classes	4
More than seven classes	6
	100%

2/3 of the schools schedule French every day

These courses are taught daily in two-thirds of the schools in the sample, in periods of from 20 minutes to 75 minutes long. The remaining schools schedule French less frequently. Almost half the sample (48%) have French periods 40 to 54 minutes in length.

D. FINDINGS

1. Use of Teaching Aids

There are a number of possible types of supplementary material that may be used to facilitate the teaching of French. The respondents were given a list of the most common teaching aids, and asked to estimate the frequency of use of each in their classrooms.

82% of the teachers use photographs or drawings regularly. In contrast, 17% use television

The most frequently used teaching aids were photographs or drawings. A majority of the teachers (60%) reported using these more than once a week, while an additional 22% use them more than once a month.
In contrast, 3% report using television or videotapes more than once a week, with another 14% using them more than once a month. The teachers' use of teaching aids, in order of decreasing frequency, is shown in Table 2.

Table 2

Use of Teaching Aids, by Percentage * N = 552

	More than once a week	More than once a month	A few times a year	Never
Photographs, drawings	60%	22%	14%	3%
Audiotapes	41%	26%	19%	10%
Models, visual displays, art objects	40%	19%	27%	12%
Television, audiotapes	3%	14%	54%	27%
Films, movies	2%	18%	67%	13%
Slides	2%	13%	71%	12%

* In some cases, there was no response.

Audiovisual aids may be used at a number of points in the curriculum. The teachers were asked to indicate when, during their courses, they felt these aids were most appropriate. (In some cases, they responded more than once.)

76% feel audiovisual material is best used as an introduction to a topic

Over three-quarters of the group (76%) felt that the most appropriate time to use A/V was at the beginning of a section or a topic, as an introduction. Significantly more of the teachers preferred this option to using an audiovisual aid at the end of a section or topic, as a summary (41%); or by itself as a separate complete topic (26%). ($x^{-2} = 33.1$, $p < .001$)

A/V is desirable for review at any time

Several respondents suggested other utilizations for audiovisual material, most frequently as a review of basic skills, or to reinforce presentation at any time. The consensus appeared to be that A/V may be used at any point in the curriculum, when necessary, to better explain or enhance the lesson of the day.

Half the group want A/V in a combination of French & English, and half want completely French material

The teachers were asked in which language they would prefer film or video material for use in their classes. Approximately half the sample indicated that they would like a combination of French and English (53%) and the remainder said they would like the material presented in French only (46%). No one in the present study wanted "English only" material.

2. General Teaching Objectives

The Ontario Curriculum Guideline for the French Core has listed a number of general objectives. The respondents were asked to select the three they feel are the most important for their classes.

Two objectives were most important: listening and understanding, and oral expression

Two objectives were chosen by two-thirds of the group: "To express experience, thoughts, and feelings orally with clarity and confidence," and "To listen and understand ideas and concepts expressed in French." Table Three shows the teachers' ranking of objectives, in order of importance.

Table 3

Teaching Objectives in Order of Importance

Objective	Percentage
To express experiences, thoughts and feelings orally with clarity and confidence	67
To listen to and understand ideas and concepts expressed in French	66
To develop sensitivity to other cultures and peoples and critical awareness of their own culture	42
To perfect use of language through study, practice and communication	36
To become familiar with the customs, geography, history, institutions, and culture of French Canada and the other French-speaking regions	28
To write with competence and an acceptable degree of correctness	22
To read with the speed and level of comprehension appropriate to the individual stage of development	21
To develop self-discipline and learning skills	19

3. Teaching Approaches

There are a number of possible teaching approaches for core French. The respondents were given a list of the most common approaches (see Appendix A) and asked to select those applying to their classes. In addition, they were asked to describe any other teaching approaches they use. Most teachers indicated that they use more than one method in their classrooms.

Most teachers use more than one approach

The most frequently mentioned teaching approach was the use of a textbook and supplementary written material from a number of sources. This was selected by 68% of the sample.

The most common teaching approach is to use a textbook and supplementary material

Almost half the group indicated they use video or film material, a few times a year, in addition to print material and/or textbooks to present information other than the core curriculum (48%). A smaller proportion (41%) use the same material to present information directly related to the curriculum.

48% use video or film material in addition to written material

A similar percentage (45%) report that they follow a textbook section by by section in sequence (27%), and that they use a textbook as a guide only, selecting certain sections where applicable. A small number of teachers (17%) indicated that they use material from a number of sources, rather than an assigned textbook.

Other approaches mentioned include the use of magazines, newspapers, and pupil-produced material, as well as school board guidelines. A list of alternative teaching approaches is available upon request.

4. General Needs And Problems

In order to reveal the availability of current video material as well as the desire for more, without being told that this was the major concern of the survey, the respondents were provided with a list of areas of difficulty encountered in teaching French.

The greatest problem perceived is that certain concepts are too difficult for the students

Two-thirds of the respondents indicated that certain concepts in the curricula are too difficult for their classes, while one-quarter of the group said they had difficulty in obtaining satisfactory film or video material on the core curricula. Table 4 lists the percentages of teachers indicating areas of difficulty in teaching.

Table 4 N=911

Areas of Difficulty in Teaching Core French *

	Percentage
Certain concepts in curricula too difficult for classes	65%
Curriculum content not clearly stated	49%
Insufficient student motivation to learn French	34%
Difficulty in obtaining satisfactory written material on core curricula	26%
Difficulty in obtaining satisfactory film or video material on core curricula	25%
Insufficient background preparation of students (in earlier grades)	19%
Insufficient time allotted to cover curricula	7%

* More than one response was given.

Other problems mentioned by the teachers include the diverse French backgrounds of their students and large numbers of students in the classes. Further difficulties arose from the lack of adequate materials and too little funding to remedy this problem.
A complete listing of areas of difficulty in teaching French is available upon request.

5. Specific Needs and Problems

The preceding data relate to the general needs and problems of intermediate and senior core French teachers. The teachers were also asked to assess these dimensions for the particular grades they are currently teaching.

The needs and problems at each grade and proficiency level were examined

The questionnaire was divided into three sections, based on grade level. In addition, each section was subdivided into three parts, depending on the amount of the students' previous French experience.

The major topics in the curricula were listed. The teachers were asked to select the five topics they feel are the most difficult to teach effectively. They were also asked to indicate the main cause or causes of their difficulty, from a list provided. The teachers in the sample teach at the grade levels and previous proficiency levels that are indicated in Table 5. In some cases, the teachers teach in more than one category.

Table 5

	Total %	Teaching Levels: Beginner (no previous classes)	Intermediate one-three years previous classes	Advanced more than three years previous classes
Grades 7 or 8	49	7	28	14
Grades 9, 10, or 11	63	1	28	34
Grades 12 or 13	41	0	2	39

The responses of the teachers for each subgroup are reported separately.

D. FINDINGS

1. Grades 7 or 8 Beginner:

The most difficult topic to teach is "Verbs"

The grade 7 and 8 teachers of French for beginners reported they have the most difficulty teaching "verbs." This topic was selected by 29% of the respondents. A second topic, mentioned by 24% of the teachers, was "Folklore."

For a complete list of topics, in order of teaching difficulty, see Table 6.

"Folklore" is the topic for which most teachers want audiovisual material

"Folklore" was also considered to to be the topic for which most teachers found it difficult to obtain film or video material. Other cultural topics were also highly ranked in this category, including "Customs," "Industry," "Regional accents," and "History." For a complete list, see Table 7.

Table 6

Grade 7 or 8 -- Beginner N = 552

Topics in order of difficulty in teaching

Topic	Percentage of Teachers
Verbs	29
Folklore	24
Industry	18
The arts	17
Pronouns	17
Regional accents	16
Using clues to gain meaning (oral)	15
Intonation, accent	15
Inferring meaning from context (written)	14
Partitives	13
Customs	13
Sound discrimination	13
Critical listening	12
Music	11
Prepositions	11
General vocabulary building	11
History	10
Cuisine	9
Famous People	8
Adjectives	8
Pronunciation	8
Adverbs	7
Oral reading	7
Sports	5
Number	5
Geography	3
Feasts	3

Table 7

Grade 7 or 8 -- Beginner

Topics in order of difficulty in obtaining film or video material

Topic	Percentage of Teachers
Folklore	7
Customs	5
Industry	4
Regional accents	3
History	3
Using clues to gain meaning (oral)	3
The arts	2
Music	2
Cuisine	2
Famous people	2
Intonation, accent	2
Critical listening	2
Sports	1
Geography	1
Feasts	1
Verbs	1
Pronunciation	1
Oral reading	1
Sound discrimination	1
Inferring meaning from context (written)	1
General vocabulary building	1

2. Grades 7 or 8 --Intermediate

"Verbs" is the most difficult topic to teach

More than half the teachers of grades 7 or 8 who teach students with one to three years' previous French experience selected "Verbs" as the most difficult topic to teach. This was also the most frequently mentioned problem for the beginning students at this grade level. Other topics frequently selected as difficult to teach included "Customs," "Folklore," and "Regional accents." The complete list may be found on Table 8.

The teachers want video material for "Customs," "Folklore," and "Regional accents"

The topic for which it is most difficult to obtain film or video material was "Customs." This was selected by 20% of the teachers in this category. Other topics mentioned as both difficult to teach and to obtain audiovisual materials were "Folklore" and "Regional accents." The complete listing of topics, in order of frequency of mention, is on Table 9.

Table 8

Grade 7 or 8 -- Intermediate

Topics in order of difficulty in teaching

Topic	Percentage of Teachers
Verbs	57
Customs	47
Folklore	45
Regional accents	42
Inferring meaning from context (written)	40
The arts	39
Industry	33
History	33
Critical listening	33
Using clues to gain meaning (oral)	33
Partitives	32
Famous people	27
Pronouns	23
Geography	22
Music	22
General vocabulary building	22
Intonation, accent	22
Pronunciation	20
Adverbs	19
Oral reading	16
Prepositions	16
Sound discrimination	16
Feasts	14
Adjectives	13
Sports	12
Number	10
Cuisine	6

Table 9

Grades 7 or 8 -- Intermediate

Topics in order of difficulty in obtaining film or video material

Topic	Percentage of Teachers
Customs	20
Folklore	14
Regional accents	11
The arts	8
Famous people	7
History	7
Using clues to gain meaning (oral)	7
Music	5
Sports	5
Feasts	5
Verbs	5
Critical listening	5
Sound discrimination	4
Industry	3
Prepositions	3
Adverbs	3
General vocabulary building	3
Geography	2
Adjectives	2
Pronouns	2
Number	2
Partitives	2
Pronunciation	2
Oral reading	2
Intonation, accent	2
Inferring meaning from context (written)	2

3. Grades 7 or 8 -- Advanced

"Verbs" is the most difficult topic to teach in grades 7 or 8

The grades 7 or 8 teachers with students with more than three years' previous French experience reported that "Verbs" is the topic they find most difficult to teach effectively. This was selected by over three-quarters of the subgroup. This topic was the most frequently mentioned by grades 7 or 8 teachers of all students as the one they felt was the most difficult to teach.

"Famous people" is both difficult to teach and difficult to obtain film or video material for

"Famous people" was selected as most difficult to teach by approximately the same proportion of teachers of the advanced students. Also perceived as difficult subjects to teach were "Partitives" and "Critical listening." The complete list is shown on Table 10.

The topic "Famous people" was also selected as the most difficult for which to obtain film or video material. Other topics frequently mentioned were "Customs" and "Folklore." This list is found on Table 11.

Table 10

Grade 7 or 8 -- Advanced

Topics in order of difficulty in teaching

Topic	Percentage of Teachers
Verbs	76
Famous people	74
Partitives	61
Critical listening	59
Industry	52
Folklore	52
History	50
Inferring meaning from context (written)	48
Regional accents	46
Geography	46
The arts	42
Customs	41
Using clues to gain meaning (oral)	39
Adverbs	37
Pronouns	35
Sound discrimination	35
General vocabulary building	35
Adjectives	33
Intonation, accent	30
Oral reading	28
Pronunciation	26
Prepositions	26
Sports	26
Cuisine	20
Feasts	20
Number	15
Music	15

Table 11

Grades 7 or 8 -- Advanced

Topics in order of difficulty in obtaining film or video material

Topic	Percentage of Teachers
Famous people	24
Customs	15
Folklore	15
The arts	11
Geography	11
History	11
Sports	9
Feasts	9
Cuisine	7
Adjectives	7
Critical listening	7
Sound discrimination	7
Inferring meaning from context (written)	7
Music	4
General vocabulary building	4
Industry	4
Prepositions	4
Oral reading	4
Using clues to gain meaning (oral)	2
Regional accents	2
Adverbs	2
Pronouns	2
Number	2
Partitives	2
Intonation, accent	2

4. Grades 9, 10, or 11 -- Beginner

"Verbs" was most difficult to teach effectively

The teachers of beginning French students in grades 9, 10, or 11 reported that "Verbs" was the most difficult topic to teach effectively. Other problem topics were "Critical listening," "Inferring meaning from the context (written)," "Regional accents" and "General vocabulary building." For a complete list of topics reported to be difficult to teach effectively, see Table 12.

No topics appeared more difficult than others in terms of obtaining film or video material

No one topic was mentioned more frequently than others as being difficult for which to obtain audiovisual materials. The cultural topics, including "Geography," "Regional accents" and "History," were ranked first, but by an insignificantly greater number of teachers than chose the remaining topics. (See Table 13.)

Table 12

Grades 9, 10, or 11-- Beginner

Topics in order of difficulty in teaching

Topic	Percentage of Teachers
Verbs	22
Critical listening	14
Inferring meaning from context (written)	14
Regional accents	13
General vocabulary building	13
Partitives	12
Industry	11
Folklore	11
Pronouns	11
Geography	11
Using clues to gain meaning (oral)	11
History	10
Prepositions	10
Customs	9
Pronunciation	9
Adverbs	9
The arts	8
Adjectives	7
Feasts	6
Oral reading	6
Intonation, accent	5
Music	4
Famous people	4
Sound discrimination	4
Cuisine	3
Number	3
Sports	1

9. Grades 12 or 13 -- Advanced

"Regional accents" and "Verbs" are the most difficult topics to teach

The teachers of the advanced students in grades 12 or 13 selected "Regional accents" and "Verbs" most often as topics difficult to teach effectively. Other topics mentioned by approximately half the group were "Critical listening," "The arts" and "Inferring meaning from context (written)." Table 22 shows the complete list of topics, in order of difficulty in teaching.

Three cultural topics are most difficult to obtain film or video material for

The teachers indicated that three topics were most difficult to obtain film or video material for. These were "The arts," "Customs" and "Regional accents." All of these fall under the general classification of cultural topics. The complete list of topics is shown on Table 23.

Table 13

Grades 9, 10, or 11 -- Beginner

Topics in order of difficulty in obtaining film or video material

Topic	Percentage of Teachers
Geography	3
Regional accents	3
History	3
Industry	2
Customs	2
Folklore	2
Critical listening	2
General vocabulary building	2
The arts	1
Music	1
Cuisine	1
Famous people	1
Feasts	1
Verbs	1
Prepositions	1
Adverbs	1
Pronouns	1
Partitives	1
Oral reading	1
Sound discrimination	1
Inferring meaning from context (written)	1
Using clues to gain meaning (oral)	1

5. Grades 9, 10 or 11 -- Intermediate

Half the teachers mentioned five topics as difficult to teach

Five topics were selected by approximately half the teachers of intermediate students (one to three years previous French) in Grades 9, 10, or 11. These were:

Regional accents
Verbs
Critical listening
Pronouns
Inferring meaning from context (written)

The complete list is shown on Table 14.

"Customs" and "Critical listening" were the topics for which the teachers most frequently wanted film or video material

The most difficult topics for which to obtain film or video material were "Customs" and "Critical listening." The latter was also one of the topics rated most difficult to teach effectively. Other frequently mentioned topics for which they would like audiovisual material were "Regional accents" and "Folklore." The full list may be found on Table 15.

Table 14

Grades 9, 10, or 11 -- Intermediate

Topics in order of difficulty in teaching

Topic	Percentage of Teachers
Regional accents	54
Verbs	54
Critical listening	51
Pronouns	50
Inferring meaning from context (written)	49
General vocabulary building	43
Intonation, accent	35
Folklore	35
Customs	34
Pronunciation	33
Using clues to gain meaning (oral)	33
The arts	26
Industry	25
Sound discrimination	25
Famous people	24
History	22
Music	19
Sports	19
Oral reading	16
Feasts	14
Partitives	14
Geography	12
Cuisine	11
Adjectives	10
Prepositions	9
Adverbs	3
Number	3

Table 15

Grades 9, 10, or 11 -- Intermediate

Topics in order of difficulty in obtaining film or video material

Topic	Percentage of Teachers
Customs	12
Critical listening	12
Regional accents	10
Folklore	10
Using clues to gain meaning (oral)	9
Famous people	7
Industry	7
Sports	6
Music	6
General vocabulary building	6
Sound discrimination	5
Intonation, accent	5
The arts	4
Cuisine	4
Feasts	4
Inferring meaning from context (written)	4
Oral reading	3
Geography	2
History	2
Verbs	2
Pronunciation	2
Adjectives	1
Prepositions	1
Adverbs	1
Pronouns	1
Partitives	1

6. Grades 9, 10, or 11 -- Advanced

70% of the teachers say "Verbs" is the most difficult topic to teach

The topic "Verbs" was most frequently mentioned by the teachers of grades 9, 10, or 11 advanced students as most difficult to teach. This was chosen by 70% of this group. Also mentioned frequently were "Critical listening" and "Inferring meaning from context." The remaining topics, in rank order, are shown on Table 16.

Film or video material on cultural topics is desired most often

Three topics were selected most often as being difficult for which to obtain film or video material. All these topics fall under the general category of cultural topics. These were "The arts," "Customs," and "Folklore." For a complete list, see Table 17.

Table 16

Grades 9, 10, or 11 -- Advanced

Topics in order of difficulty in teaching

Topic	Percentage of Teachers
Verbs	70
Critical listening	57
Inferring meaning from context	53
Regional accents	51
General vocabulary building	48
Using clues to gain meaning (oral)	47
Folklore	47
The arts	46
Industry	43
Customs	41
Pronouns	39
Intonation, accent	33
History	30
Famous people	28
Pronunciation	25
Sound discrimination	23
Partitives	20
Oral reading	20
Feasts	19
Music	18
Cuisine	17
Geography	15
Prepositions	14
Sports	12
Adverbs	12
Adjectives	11
Number	8

Table 17

Grades 9, 10, or 11 -- Advanced

Topics in order of difficulty in obtaining film or video material

Topic	Percentage of Teachers
The arts	15
Customs	15
Folklore	14
Regional accents	12
Critical listening	10
Industry	10
Using clues to gain meaning	9
Famous people	8
Cuisine	7
Feasts	7
Music	5
History	5
Intonation, accent	5
Sound discrimination	5
Sports	4
Geography	4
Verbs	4
Pronunciation	4
General vocabulary building	4
Adverbs	2
Pronouns	2
Inferring meaning from context (written)	2
Adjectives	1
Prepositions	1
Number	1
Partitives	1
Oral reading	1

7. Grades 12 or 13 -- Beginner

No topic was selected as difficult to teach by a large percentage of teachers

Three topics were mentioned most frequently by the teachers of beginner French at the grade 12 or 13 level as difficult for them to teach. (There were only six teachers in this category.) These were: "Geography," "Pronunciation," and "Critical listening." However, these were selected by comparatively few teachers (21% for each topic). There were 12 other topics, each mentioned by 16% of the group. For the ordered list of topics, see Table 18.

"Industry" is the topic for which most would like audiovisual support

Only five topics were chosen by this group of teachers as difficult to obtain film or video material for. The topic most frequently mentioned was "Industry." This complete list is shown on Table 19.

- Table 18 -

Grades 12 or 13 — Beginner

Topics in order of difficulty in teaching

Topic	Percentage of Teachers
Geography	21
Pronunciation	21
Critical listening	21
Music	16
Feasts	16
Folklore	16
History	16
Verbs	16
Adjectives	16
Prepositions	16
Adverbs	16
Pronouns	16
Oral reading	16
Intonation, accent	16
General vocabulary building	16
Sports	11
Industry	11
Regional accents	11
Customs	11
Sound discrimination	11
The arts	5
Cuisine	5
Number	5
Inferring meaning from context (written)	5

Table 19

Topics in order of difficulty in obtaining film or video material

Topic	Percentage of Teachers
Industry	11
Sports	5
Cuisine	5
Geography	5
History	5

8. Grades 12 or 13 -- Intermediate

80% of the teachers report that it is most difficult to teach "Regional accents"

One topic was judged most difficult to teach effectively by 90% of the grade 12 or 13 teachers with intermediate students. This was "Regional accents". Almost two-thirds of this group also selected "The arts" as difficult to teach. The complete list is shown on Table 20.

"Regional accents" is also the topic most frequently mentioned as being difficult to obtain film or video for

The teachers also chose "Regional accents" most frequently as the topic for which it is most difficult to obtain film or video material. The next most frequently mentioned topic, "The arts", was chosen as the second most difficult to teach. "Customs" was selected as often as "The arts" as a topic for which audiovisual material is desired. The ordered list of topics is shown on Table 21.

Table 20

Grades 12 or 13 — Intermediate

Topics in order of difficulty in teaching

Topic	Percentage of Teachers
Regional accents	90
The arts	63
History	42
Customs	37
Intonation, accent	37
Critical listening	37
Famous people	32
Pronouns	26
Inferring meaning from context (written)	26
Using clues to gain memory (oral)	26
General vocabulary building	26
Pronunciation	21
Verbs	21
Cuisine	16
Folklore	16
Prepositions	16
Partitives	16
Sound discrimination	16
Sports	11
Geography	11
Feasts	11
Oral reading	11
Industry	5

Table 21

Grades 12 or 13 — Intermediate

Topics in order of difficulty in obtaining film or video material

Topic	Percentage of Teachers
Regional accents	21
The arts	16
Customs	16
Cuisine	11
Geography	11
Folklore	11
Sports	5
Famous people	5
History	5
Prepositions	5
Critical listening	5

Table 22

Grades 12 or 13 -- Advanced

Topics in order of difficulty in teaching

Topic	Percentage of Teachers
Regional accents	59
Verbs	56
Critical listening	50
The arts	48
Inferring meaning from context (written)	48
Customs	46
Folklore	43
History	41
Industry	38
General vocabulary building	38
Using clues to gain meaning (oral)	36
Pronouns	33
Feasts	29
Famous people	27
Intonation, accent	26
Pronunciation	24
Music	19
Sports	19
Cuisine	17
Geography	17
Oral reading	16
Prepositions	15
Sound discrimination	14
Partitives	12
Adjectives	11
Adverbs	9
Number	4

Table 23

Grades 12 or 13 -- Advanced

Topics in order of difficulty in obtaining film or video material

Topic	Percentage of Teachers
The arts	16
Customs	16
Regional accents	14
Critical listening	11
Folklore	10
Using clues to gain meaning (oral)	8
Famous people	7
History	7
Sports	6
Feasts	6
Industry	5
Music	4
Cuisine	4
Verbs	4
General vocabulary building	4
Geography	3
Pronunciation	3
Intonation, accent	3
Pronouns	2
Sound discrimination	2
Inferring meaning from context (written)	2
Adjectives	1
Prepositions	1
Oral reading	1

CONCLUSIONS

The results of the Core French Ascertainment survey clearly indicate that the use of video or television is not a significant part of the regular classroom activities. While the traditional audiovisual aids are used frequently, the large majority of teachers rarely or never use video.

A number of factors may account for the low utilization of television. At the present time, there are far fewer French-language programs available for this academic level than English programs. In addition, many of the teachers are not aware of those programs that are available. Finally, this traditionally low number of appropriate videotapes has discouraged the core French teachers from developing the use of television as a teaching strategy. This problem must be attacked on two levels: a greater promotional campaign to increase awareness of the available programming; and an extensive utilization plan to educate teachers in the use of television-based learning systems.

The teachers are most interested in programming presented in either a combination of French and English, or in French alone. Most of them feel that this material would be best used as an introduction to a topic, but a number of alternative uses are also acceptable.

The greatest problem these teachers report is that certain topics in the curricula are too difficult for their students. Relatively few of the group appear to have great difficulty in obtaining satisfactory film or video material. As indicated earlier, this low percentage does not stem from a great amount of available material or from easy access. Rather, this again suggests that the teachers of core French do not tend to see film or television as a viable method for their classes.

The topics for which they would like video material are listed in the body of this report. In general, for the lower grades (grades 7 or 8) the most difficult

topic to teach is "Verbs." However, teachers at this level are most interested in video material for cultural topics such as "Folklore" or "Famous people."

The same pattern of selection appeared for the teachers at the grades 9, 10, or 11 level. "Verbs" was still the most difficult topic to teach, while programming was seen as most desirable for cultural topics.

For senior secondary students, "Regional accents" appears to be very difficult to teach, and film or video material for it is difficult to obtain. Again, cultural topics appear to be the most desired programming by the teachers.

The present survey:

1. Confirms the low use of and interest in television as an instructional aid for core French

2. Suggests specific areas for priority programs, principally on cultural topics. This information will be useful for future programming decisions in the OECA.